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ABSTRACT

These worksheets are designed for the high school student with basic library skills (i.e., experience with a few basic indexes and reference resources) who is now moving from the secondary school library environment into a university library environment. It is designed to provide that familiarity with the university library environment and resources, skills in the use of computer generated indexes and abstracts, understanding of the Library of Congress organization of materials and availability of reference materials, and experience with varied forms of information and their specific retrieval (from ERIC microfiche to government documents), that will make for a much smoother transition from the 30,000 volume secondary school library to the multi-million volume university collection. This unit is designed to instruct students in the skills needed to successfully use the resources of a university library. The workbook includes exercises in the following areas: general reference materials; information retrieval vocabulary; search strategy; indexes and abstracts; Library of Congress catalogs; government documents; and information on a field trip to the SUNY/Albany Library with an assignment to complete. A questionnaire was mailed to students who completed the research unit to obtain feedback on students' success in adjusting to their respective college libraries. Results of that study and a copy of the evaluation survey are included. (THC)

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INFORMATION RETRIEVAL AND UNIVERSITY LEVEL RESEARCH

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INTRODUCTION:

Ours is an Information Age. An explosion of technological advancement has brought about a complex, dynamic and ever-expanding growth pattern in the realm of information retrieval. Computers have provided the impetus for libraries to take a giant step into our technological era and the result of this step is at once amazing, confusing, thrilling, intimidating and challenging. The high school student moving from the thirty thousand volume school library environment, from experience with a few basic indexes and reference resources faces a shock as he or she enters the university academic environment. Plunged into the giant maze of the university library, one struggles to untangle the confusion without the training to even begin this formidable task. Familiarity with the university library environment and resources, skills in the use of computer generated indexes and abstracts, and Library of Congress organization of materials, fundamental understanding of available reference materials, experience with varied forms of information and their specific retrieval (from ERIC microfiche to government documents) will provide a much smoother transition from the small secondary school library to the multi-million volume university collection. This unit is designed, therefore, to introduce the high school student, bound for a four year college program, to the university library environment. It is also designed to instruct students in the skills needed to successfully use the resources of a university library. Individualized completion of this unit will be based on the following objectives and assignments.

OBJECTIVES:

1. The student will understand and successfully find library materials using Library of Congress cataloging and Library of Congress Subject Headings. The author-title and subject card catalog of SUNY Albany will be accessed in this process.
2. The student will understand the organization and notation of traditional and machine-generated indexes and abstracts in a wide variety of subject areas. The student will demonstrate this understanding in classroom activities based on these materials and in the use of the indexes and abstracts collection at SUNY Albany.
3. The student will understand the application of and availability of computerized bibliographic retrieval and current information retrieval developments. A state-of-the-art awareness will be demonstrated by students using several readings and a tour of facilities at SUNY Albany as a basis for this understanding.
4. The student will demonstrate awareness of the reference resources of a university library in a wide range of subject areas, utilizing the introductory materials available for classroom use and hands-on use of the reference collection of SUNY Albany.

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6. The student will demonstrate an understanding of the multiple forms of documents used for university level research and the methods used to identify, locate and access them. Included in these formats are:

- a. Microforms - microfilm, microfiche
- b. government documents (access through the monthly catalog of U.S. Government Publications)
- c. Periodicals - (access through the computer-generated catalog of periodicals at SUNY)
- d. Audio-visual materials (special collection)
- e. Computer search capabilities - SUNY Albany (bibliographic retrieval)
- f. Interlibrary loan materials and networking

7. The student will demonstrate, in the affective area, a feeling of confidence in approaching experience with a university library and an appreciation for awareness of the potential of the information age.

ASSIGNMENTS:

1. READ any 3 articles from the collection provided on the Information Age , taking careful notes on the main ideas being presented. Using correct outline form, prepare an outline on THREE major features of the information age. Support your main ideas with several related concrete points presented in the articles. Attack a bibliography of the readings used. (Note: Include at least one article on viewdata/teletext.)
2. VOCABULARY. Using the tapes provided, take notes on the vocabulary words pertinent to this unit. When ready, take the test available from the teacher.
3. Complete the worksheet on search strategy. USE and RETURN copies of materials on using Psychological Abstracts and reference sources.
4. Using the Psychological Abstracts photocopied material, Historical Abstracts photocopies, and Biological Abstracts photocopies, complete worksheet about use of these materials and indexes like them.
5. Using the materials on Library of Congress Cataloging and use of the author-title and subject card catalog, complete worksheet.
6. Review the S.U.N.Y. Information Retrieval pamphlet, describing their library's service in computerized search of databases for bibliographic citations and abstracts. Summarize in a brief paragraph or two the status of computerized reference retrieval in a typical university library.
7. Note that many academic and large public libraries house vast collections of government documents - materials on a wide range of subjects produced by the U.S. government. Using the materials provided by S.U.N.Y., which describe their collection and its access, complete the worksheet provided.
8. Using the materials provided by S.U.N.Y., examine the following:
 - a. Selected Reference Sources
An Annotated Bibliography
 - b. Indexes and Abstracts -
A Selected Bibliography in Subject Arrangement
 - c. Literary Criticism - A Selective Bibliography of Titles
Found in the Reference Collection of the University
Library S.U.N.Y./Albany
9. Write a concise but perceptive reaction to the extent of reference materials listed in this most basic compilation, only a fragmentary view of the reference collection at large. While reacting, consider the problems a user of this reference collection would encounter. See teacher for samples of additional reference bibliography.

VOCABULARY - INFORMATION RETRIEVAL

ASSIGNMENT #2 -

1. index -
2. abstract -
3. citation -
4. reference -
5. ready reference -
6. L.C. (Library of Congress) -
7. subject heading -
8. cross reference -
9. descriptor -
10. thesaurus of descriptors -
11. SN - (subject note) -
12. NT - (narrower term) -
13. BT - (broader term) -
14. RT - (related term) -
15. subject scope -
16. classification -
17. index entry -
18. document -
19. annotation -
20. journal -
21. UF - (used for) -
22. viewdata or teletext -
23. home delivery information systems -
24. access -
25. bibliographic retrieval -

VOCABULARY (continued)

- 26. database -
- 27. time share -
- 28. machine readable -
- 29. MARC tapes - (C.I.P.)
- 30. interlibrary loan -
- 31. OCLC -
- 32. information retrieval -
- 33. computer generated index -
- 34. KWIC -
- 35. KWOC -
- 36. public access terminals -

SEARCH STRATEGY

1. According to the materials provided by S.U.N.Y. libraries - what are the three steps to be taken in developing a successful search strategy?

1. _____
2. _____
3. _____

2. In locating reference sources, what are some helpful approaches to the problems of finding materials in a university reference collection? Name three.

1. _____
2. _____
3. _____

3. Many research tools, such as indexes and abstracts, use their own terms in developing subject headings for their organizational scheme: ERIC, an education index, is one example of a tool that does this. Using the sheet - How to Use Psychological Abstracts - explains step one of the suggested search strategy in an index which uses its own subject descriptors, listed in a readily available thesaurus.

4. When the subject descriptor is found, what are the next two steps the researcher takes to find appropriate journal citations. Explain each step.

Step two -

Step three -

5. Identify the following:

1. 6023, 6024, 4959 -

2. Thesaurus of Psychological Index Terms -

3. Dream Analysis (as listed on top of right hand column of
"How to Use Psychological Abstracts" sheet) -

6. Thesaurus of ERIC Descriptors - Look at the entry for Higher Education. ERIC use this term/descriptor for what subject (SN = subject note) What terms are listed that ERIC does not use to describe this subject? (UF = used for) What related terms (RT) are suggested to the researcher? Name at least three.

SN

UF

RT

INDEXES AND ABSTRACTS - Worksheet
Assignment 4

Part 1 - USE XEROX - Psychological Abstracts

Part 2 - USE XEROX - Historical Abstracts

Part 3 - Use XEROX - Biological Abstracts

PART I - PSYCHOLOGICAL ABSTRACTS

1. Pretend you are researching personality in Psychological Abstracts. Using the Table of Contents, what content classification would you look under? _____
What abstract numbers would you refer to? _____, On what page? _____
2. Consult the key to the text. A sample of an abstract is included. What periodical published the journal article abstracted (#1271)? _____

3. Read the text of the abstract (1271). How is it constructed? Characterize its approach.
4. Find the subject heading for personality in the Brief Subject Index. How many abstracts are in that volume for that subject?

5. Find an abstract that is listed in the subject index by number code and give the title of the article.

PART 2 - Historical Abstracts

1. "User's Guide" - Would you consult this book for references on the American Revolutionary War? _____ What source would you use? _____
2. How many journals and serials are abstracted in this resource? _____
3. Modern History Abstracts has what relation to this resource, Historical Abstracts?
4. See model bibliographic entries. What determines the length or completeness of the citation?
5. (page 32) What would you assume - 6. Economic History - means in terms of the organization of the book? _____

PART 3 - BIOLOGICAL ABSTRACTS

1. "How to Use Biological Abstracts" -- What is the biosystematic index?

generic index? _____

2. Examine the explanation of the subject index. See the actual subject index page provided. This uses a machine generated Key Word in Context format. Find the number of abstracts (reference numbers) about plant growth. _____
Use the KWIC Index page for this.
3. Broad Subject Concepts Indexing is also provided in this resource. See the Plant Physiology section and note the number of references provided. What problem does this indexing pose for users?

L.C. CATALOGS - Assignment 5

1. The first letter of a Library of Congress call number stands for a broad subject class. (Dewey uses numbers for this purpose.) Identify the following classes.

K -

L -

QR-

PT-

TX-

Z -

E -

BL-

2. How do you interpret prefixes such as REF or PER on a L.C. call number? What aids can you use to work with these?

3. In using L.C. catalog cards, where do you find the subject headings used for the document, under which related books could be found?

4. Briefly list the filing rules used in L.C. catalogs.

1.

2.

3.

4.

5.

6.

7.

5. How is the Library of Congress Subject Headings book used in efficient access of the university subject catalog?
6. Note the filing order of subject catalog cards. What follows subject listings that are not subdivided?

Identify the terms listed below using materials on government documents prepared by S.U.N.Y.

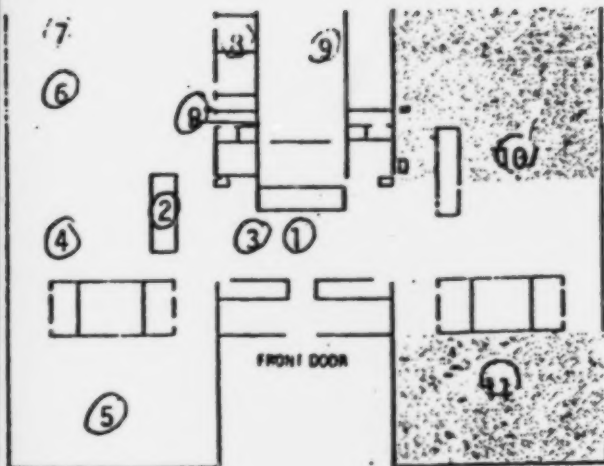
1. government publications -
2. Monthly catalog of U.S. Government Publications -
3. CIS Index -
4. American Statistics Index -
5. Monthly Catalog - entry number -
6. Depository status -
7. Congressional publications -
8. Congressional Record

FIELD TRIP: INFORMATION RETRIEVAL AND UNIVERSITY LEVEL RESEARCH

Welcome to S.U.N.Y./Albany Library! This library, made up of four floors, houses over 1,000,000 volumes, 15,684 periodical titles, 1,900,000 microform items (film, fiche, etc.) and a quarter million government documents--an impressive if overwhelmingly large collection. Today you will learn:

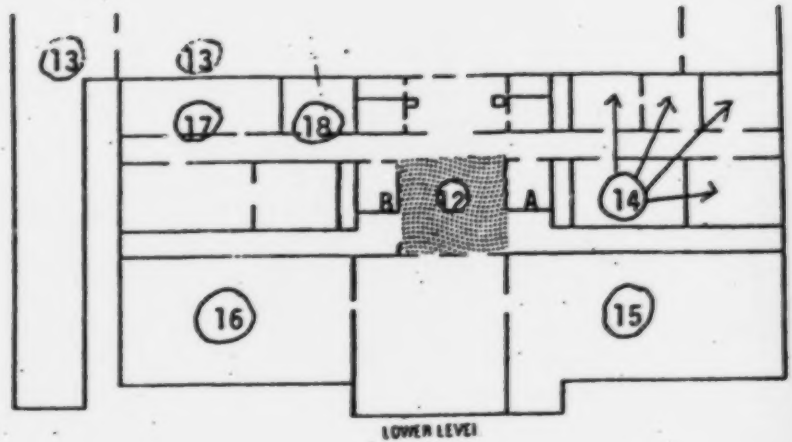
1. The basic layout of this library (where what is kept) for the purpose of your independent locating of materials.
2. The full scope of research service and materials available (including computerized information retrieval).
3. The capability of using an L.f. card catalog and L.C. classification.
4. The capability of retrieving bibliographic reference and documents in many forms using the library's research tools.
5. The capability of retrieving information using the library's reference collection.

LIBRARY GUIDE



MAIN LEVEL

1. Circulation Desk
2. Reference Desk
3. Location Directory
4. CARD CATALOG
5. Reference Books
6. Abstracts & Indexes
7. College Catalogs
8. Interlibrary Loan (Rm 110)
9. Information Retrieval (Rm 119)
10. Government Publications
11. Law Area



LOWER LEVEL

12. Study Area
13. Periodicals Room (B-87)
14. Special Collections
15. Non-Print/Reserve Area
16. University Archives (B-3)
17. B-14 (Classroom/Meeting room)
18. B-16

The following assignment is constructed to be completed by a team of 2 or 3 students in an hour and a half. Your problems and questions and frustrations may be referred to Mrs. Ratzer or Mrs. Davis. Each student should participate in the search for each answer. The task should not be subdivided. Don't struggle too long with any one problem, that is before you seek assistance.

1. See the red volume Library of Congress Subject Headings to the right of the reference desk, vol. 1.

Ref Z
695
U4749
1980
9 ed. vol.
A-Laser

- a. Find the subject heading for detergents that pollute water bodies. What is the heading?
- b. What classification # does it have? _____
- c. What page did you find this on? _____
- d. What see also (sa) references are found under the heading deviant behavior? _____
- e. Does the card catalog (subject catalog) list any titles under conformity?

2. Go to the ready reference shelf. Find the Subject Guide to Books in Print.

Ref
Z
1215
p. 97
SG,
1982/3
Vol. 1

- a. Are there any books in print about automobiles that deal with laws related to them?
- b. Does this book cover only recent publications or older books as well that are still in print?

3. Find the Encyclopedia of Associations. Locate at least three associations related to Trade/Business and Commercial Organizations. Name them.

Ready
Reference
Shelf

HS
17
G 334
1983
Vol. 1 pt. 1

4. Using the telephone directories (behind the reference desk, to the right of the card catalog), find the telephone number of the NBC affiliate TV station in Salt Lake City. Use the yellow pages. Pretend you're doing a paper about Viewdata and you want to find out if they have the pilot program.

5. Use the author/title card catalog. Did Barbara Luke write any books in S.U.N.Y.'s collection? Name it or them.
-
-

6. In the same catalog - who wrote - How to Write Computer Manuals for Users. 1982.
-
-

GO TO REFERENCE AREA -- DO ANY 4 OF THESE QUESTIONS

7. As you enter the reference wing you'll note the encyclopedias face you. Locate and name two foreign encyclopedias and their country of origin.
-
-

8. See Who's Who. Find Jimmy Carter's current address.
-
-

Ref
DA
28
W6

9. Locate Facts on File 1982. Vol. 42, #2150, Jan. 29, 1982. What are the lead stories for that day a year ago?

Ref
D
410
F3
1983

10. Locate the Foundation Directory.

Ref
A S
911
A 2
F 65
1979
7th ed.

In the main division of the book,
find the NY address of the
Carnegie Foundation. (p. 240)

11. Locate the Religions of America book
edited by Leo Rosten. What was the
enrollment in Catholic High Schools
in 1974? (p. 515)

Ref
BR
516.5
R 67
1975

12. Locate United States Local Histories in
the Library of Congress. Name on history
of Cohoes listed. (p. 1075)

Ref
E 180
Z 999
4 55X

13. Locate the International Encyclopedia of
the Social Sciences. What is the subject
treated on page 1?

Ref H
40 A2
15
Vol. 8.

14. Locate Statistical Abstracts of the United
States. vol. 42, 1919. Find some estimate
of coinage in U.S. Mints 1865-1919. (p. 585)

Ref HA
202
1919

15. See the Harvard Dictionary of Music by Willi
Apel. Does this source offer any historical
information? _____

Ref ML
100
A 64
1969

16. Locate Contemporary Literary Criticism 1973 -
What are the characteristics of the entries;
of what does this resource consist?

Ref PN
771
C58X

GO TO INDEX AND ABSTRACTS WING

Ref
BF
1
p. 65

17. Find Psychological Abstracts - Pretend you have to write a paper about personality development. Find several current citations. Record at least four citations (no abstract) below. Citation: author, title, periodical, date
-
-
-
-

18. Check S.U.N.Y.'s periodical catalog, which is a computer print out bound volume on the left side of the reference desk. Does S.U.N.Y. have the periodical in which one of your citations appear? _____ What is the magazine's call number? _____
-

Ref
HD
9502
U5
E 525

19. Locate The Energy Index. Using the subject index, examine how they divide or treat the broad term pollution. Explain how you would find very general articles on pollution--What subject would you use?

Ref
Z
6660
I4

20. Locate Index Medicus, a medical index. What is the source of the subject terms they use?
-

Find a citation on the subject of stress related health problems.

Ref
Z
7163
P.9

21. Locate PAIS Bulletin. Describe the subject scope of this resource, Public Affairs Information Service.
-

Does it index non-print sources (film, audio-cassettes etc.)?

Ref
QH
301
B 37

22. Is there a law index of any kind? Remember K is L.C. class for Law.
23. Locate Biological Abstracts. Examine the BASIC (Biological Abstracts Subject in context) listings. Can you find an abstract number _____ and citation _____

_____ on the subject of cell biology - any aspect.

FUN PART OF THE ASSIGNMENT -

These tasks are multifaceted. Pursue them step by step. Keep your eyes open and observe the environments in which you work. Try to learn as you go!

REF
2
5811
E42

1. a. Locate the Index to Documents in ERIC - (ERIC). Since you already know Higher Education is a descriptor, locate some citations in the main entry section on this subject.
- b. Record the titles and ED numbers of 2 documents.

- c. Go down to the microform area and find one of the microfiche cards, using the ED number.
- d. Summarize the content of the introduction of the document, after reading the first few paragraphs with a microfiche reader.

- e. Note: the retrospective newspaper files are based in the same room on microfilm. Find one range of newspaper storage. What newspaper did you locate?

What is the earliest date on file of this newspaper?

2. a. Go to the periodical print out on or near the reference desk. Find a call number for Data Base magazine.
- b. Go the Periodicals Room and locate the bound copies of the Data Base magazine.

Browse through the most current issues and find an article about computer assisted information retrieval or databases. Give full citation. Feel free to use other periodicals in this subject area if they interest you.

For extra credit Xerox it. You'll be reimbursed. See Xerox machines along back wall of Periodical Room.

Browse this area to observe and acclimate yourself to an extensive periodical collection.

3. Go to the government documents area. Locate the Monthly Catalog to U.S. Government Publication. (Behind the government documents reference desk.) Examine the entries on a subject of your choice and record here the citations for two documents under that subject.

Subject: _____

Citation: _____

Superintendent of Documents # - _____

Depository Status _____

Browse this area. See what you can find of interest. Note anything worthwhile here.

Direct Access Program

The Direct Access Program of the Capital District Library Council provides patrons of the library with:

- 1 Direct access to the collections of over 50 libraries in the Capital District
- 2 Direct access to 5 million books and 23,000 periodical titles owned by CDLC members
- 3 Direct access to law, medical, and technical libraries

CDLC Direct Access Program

The Capital District Library Council is a consortium of most public, academic, and special libraries in the Capital District. The Direct Access Program (DAP) is a service of CDLC which provides patrons of CDLC member institutions with access to the collections of other member institutions.

To participate in DAP, patrons must obtain a DAP card from the library with which they are primarily affiliated. DAP cards are available to State University of New York at Albany students, faculty, and staff and are issued at both the Main Library circulation desk and at the Hawley Library circulation desk. Non State University of New York at Albany patrons must obtain their DAP cards from the library which they use most often.

Some DAP libraries will permit all DAP card holders to borrow materials, while other libraries will permit only certain categories of DAP card holders to borrow. Several libraries will loan only by appointment. Patrons are responsible for abiding by the rules and regulations of the CDLC libraries.

Those institutions listed without a code do not participate in the Direct Access Program.

Participating Libraries

Member Institutions

Adirondack Comm. College	1A
Albany Business College	
Albany College of Pharmacy	1B, 2
Albany Law School	3A
Albany Medical College	3A & B
College of St. Rose	3A
Dudley Observatory	1B
Ellis Hospital	
Fulton-Montgomery Comm. College	1B
General Electric Company	5
General Electric Co. Corp. R&D Ctr.	5
G.E. Co. Knolls Atomic Power Lab.	
G.E. Co. Silicon Prod. Dept.	
Glens Falls Hospital	
Hospital Educ. & Research Fund	5
Hudson Valley Comm. College	1B
Junior College of Albany	1A
Maria College of Albany	3A
Mechanical Technology, Inc.	5
Memorial Hospital	2,3
Mohawk Valley Library Assoc.	
N.Y.S. Dept. of Mental Hygiene	
N.Y.S. Dept. of Motor Vehicles	1A
N.Y.S. Dept. of State	
New York State Nurses Assoc.	2,3
Norton Co. Coated Abrasives Div.	
Rensselaer Polytechnic Institute	1B
Russell Sage College	1A
St. Clare's Hospital	
St. Mary's Hospital	
St. Peter's Hospital	
Samaritan Hospital	2,3
Schenectady Chemicals, Inc.	5
Siena College	1B
Skidmore College	2, 5 ~~skidmore~~
Southern Adirondack Library System	
SUNY Agric. & Tech. Coll. at Cobleskill	1B
State University of New York at Albany	1B
Sterling-Winthrop Research Inst.	5
U.S. Veterans Admin. Hospital	1B
Union College	2,3A
Upper Hudson Library Federation	
Watervliet Arsenal	5
Schenectady Co. Comm College	4

Public Libraries

Albany	1A
Ballston	1A
Bethlehem	1A
Bolton	1A
Cambridge	1A
Canajoharie	1A
Cobleskill	1A
Cohoes	1A
Colonie	1B
Crandall (Glens Falls)	1B
East Greenbush	1B
Frothingham (Fonda)	1A
Gloversville	1A
Greenwich	1A
Guilderland	1B
Johnstown	1A
Mechanicville	1A
North Greenbush	1B
Ravena	1A
Saratoga Springs	1B
Schenectady County	1A
Shenendehowa	1A
Troy	1A
Voorheesville	1A
Watervliet	1A

Evaluation Results Summary Sheet

A mailing was sent out in January to correspond with semester break which questioned Shenendehowa graduates who had completed the Information Retrieval and University Level Research Unit. We sought feedback on their success in adjusting to their respective college libraries. We asked for affective responses as well as basic factual information. The evaluation sheet is attached. Those responding represented a reasonable sample of the strong academic graduates of our district. The colleges that these students were attending included: Cornell, Boston University, Penn State, Clarkson, St. Lawrence, Fordham, University of Buffalo, SUNY Albany, SUNY Geneseo, U.S. Naval Academy, and Bucknell. These students were the first to complete the unit and go on to college. We plan further surveying.

The following data corresponds with the questions on the attached evaluation form.

1. 90% of these students used a college library before high school graduation.
2. 85% of those responding said that the unit helped them with library research tasks while still in high school.
3. A fairly even division exists between those attending colleges with libraries larger, smaller than and similar to SUNY Albany's.
4. 80% of those responding used their college libraries in the first semester.
- ✓ 5. Although some said it was too early to tell, 70% said that the unit helped them to adjust to their college libraries.
6. Only 60% attended colleges where orientation to the library is offered. It is possible that this is a subjective perception and the students are simply unaware of any orientation.
7. Fewer than half of the students participated in an orientation program at their college library.
8. Half of these students attended colleges that offer computerized information retrieval.
9. All of those who could use database searching felt confident and adequately informed about seeking out this service.
10. Only 40% attended colleges with computer access to the card catalog.
11. Only 15% had used a computerized catalog access system.
12. 75% had used periodicals at their college library in the first half of their freshman year.
13. 75% felt prepared to use a university periodical index or abstract.

14. 40% had used microforms in the first half of their freshman year.
15. 40% felt prepared to use microforms.
- ✓ 16. This is a key question with encouraging results. 95% said that this unit should be offered to college bound Shenendehowa graduates. Several commented that all students heading to college study should be able to elect to take this unit.

In the first semester of the 1984-85 school year the bibliographic instruction unit was modified to accommodate the regents English track, rather than just the advanced level English track for which it had been exclusively designed. With Lou Davis, our high school librarian, we piloted a self-paced unit on the use of a college or university library in a predominantly senior regents English class. At the same time, the Information Retrieval and University Level Research Unit was completed by the advanced level juniors in Mrs. Ratzer's Literature of Decision A class. Both groups went to the SUNY Albany Library on a field trip with the same task to complete. Both groups were given an evaluation sheet (attached) to complete when the unit was finished. The two levels performed equally well on the field trip assignment. ✓ The two groups felt equally confident and prepared for college. 90% of the advanced students felt confident and prepared for college library use, would try to use a college library if they needed one for research even before graduation from high school. 93% of the regents track students responded in the same manner.

The regents track program is individualized and self-paced and is now available in our high school library for anyone who wants to complete it and independently visit a college library. Some area college librarians have offered to host these students in an informal independent field trip. Writing teachers also have this packet available to them. Inservice training to accommodate interested English teachers has been discussed. This would prepare them to use class sets of the regents track packet.

NAME _____

COLLEGE OR UNIVERSITY ATTENDED: _____

Please complete the following questionnaire, basing your responses on the experiences you have had using your college or university library.

We are attempting to evaluate the effectiveness of our Information Retrieval and University Level Research Unit which you completed in the Literature of Decision A course at Shenendehowa.

1. Did you use a college library before you graduated from high school?
YES NO
2. Did the library unit we completed with you assist you in more effective use of a college library while you were in high school?
YES NO

Please comment on specific areas where you encountered frustration or difficulty.

3. Compare your college library to SUNY Albany's in size. Circle one.
Larger About the Same Smaller
4. Have you used your college library in the first semester(s) of your college studies?
YES NO
5. Do you feel that the library unit we completed helped you to use your college library effectively?
YES NO

Explain in detail if you care to specify.

6. Did your college or university provide any orientation to their library?
YES NO
7. Did you avail yourself of this orientation?
YES NO
If no, why not?
8. Does your college or university library offer access to computerized information retrieval (databases)?
YES NO